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ABSTRACT

This issue of Communique presents various resources for counselors. It contains an article on the development of a "real placement program;" a review of books in which teenagers and teachers evaluate their school and each other; a report on the Purdue Opinion Panel; and a variety of information and resources on career information for minority students. (WS)

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Starting with the next issue, Communique will expand to 12 pages!

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communique

resources for practicing counselors

November, 1972 Vol. 2, No. 2

exemplary practices

Developing a Real Placement Program

Robert Van Dette

Robert Van Dette is director of the Placement Office at the Genesee Area Skill Center in Flint, Michigan. This placement office was the first placement office in Michigan on the secondary level and has been extremely successful. Communique believes that its program provides a useful working model for other secondary schools considering a more comprehensive approach to placement.

The transition from school to work is the most difficult and crucial adjustment a person is called upon to make. How that adjustment is made can mean the difference between a lifetime of achievement and one of frustration.

We have Placement (if you please) in most of the schools—placing the students in higher education. We have follow-up—visitation to the college campuses to see how well our students are doing. However, very few, if any, school personnel can tell

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how many of their students complete the programs they start in higher education.

In addition, we cannot afford to continue ignoring our students who do not go to college. We need a Placement Operation that is responsible to 100% of our students—dropouts, high school graduates, post secondary graduates. Until we have a successful Placement Operation, the curriculum will remain inadequate to meet the needs of all students; we will continue to endorse unemployment of our young people (3 times Depression level); and we will continue to cop out of the responsibility to insure our students successful exit from school. Only two exits should exist—exit to the world of work or to higher education.

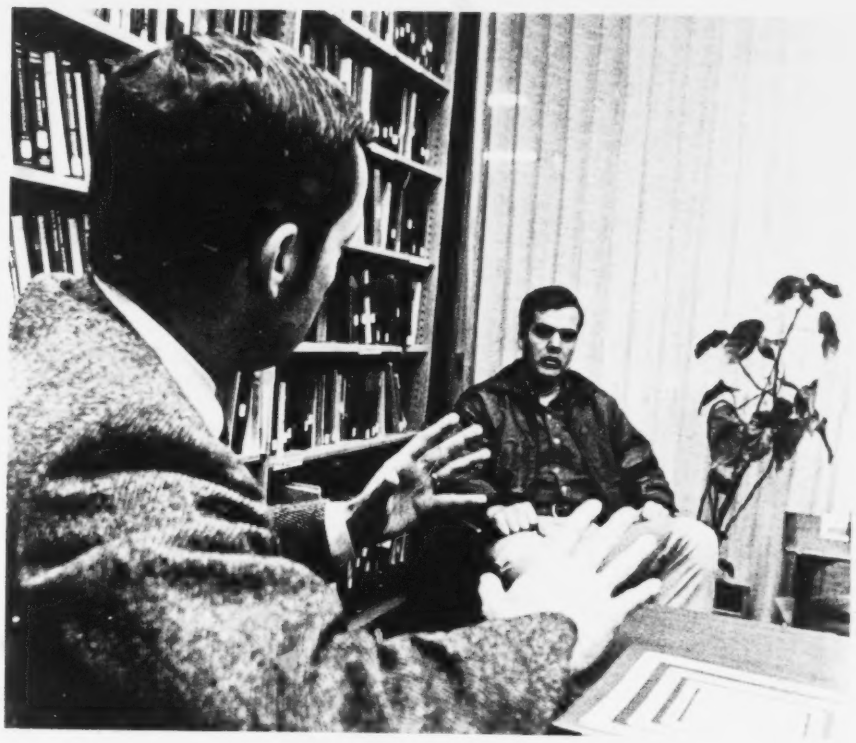
When I and Mr. John Tylawski started our placement operation, the largest employer in Genesee County, General Motors, who employs 60% of the total work force, was on strike. Other major employers such as Consumers Power and Michigan Bell were on strike. The state of Michigan and city of Flint were on austerity budgets. The economy in Genesee County was at a 10 year low with 12,000 people unemployed and 200 applicants applying each day for jobs at MESC.

We knew our students were well-trained and prepared to enter the labor market. Emphasizing placement of graduates as a function of an educational institution means that curriculum must always be current—must be relevant to the society in which the young person will function. We felt that if employers were aware of the skills of our students, they would employ them. We had 485 seniors to place. We started in April, 1970 and had 400 placed by June, 1970. It can be done.

Reaching program standards of quality priority status for any program is attained when funds are allocated; when personnel are assigned; when the program becomes a major objective of the schools.

The Genesee Area Skill Center Placement Office met this priority status and has produced a quality placement program. We were properly funded, staffed, and given top priority consideration.

The placement office maintained a close liaison with teachers at all times keeping them abreast of the changing job pictures, informing them of job opportunities, and serving as a resource specialist for the occupational classes, and making contributions to their curriculum. The following outline describes our program:



Placement Procedures

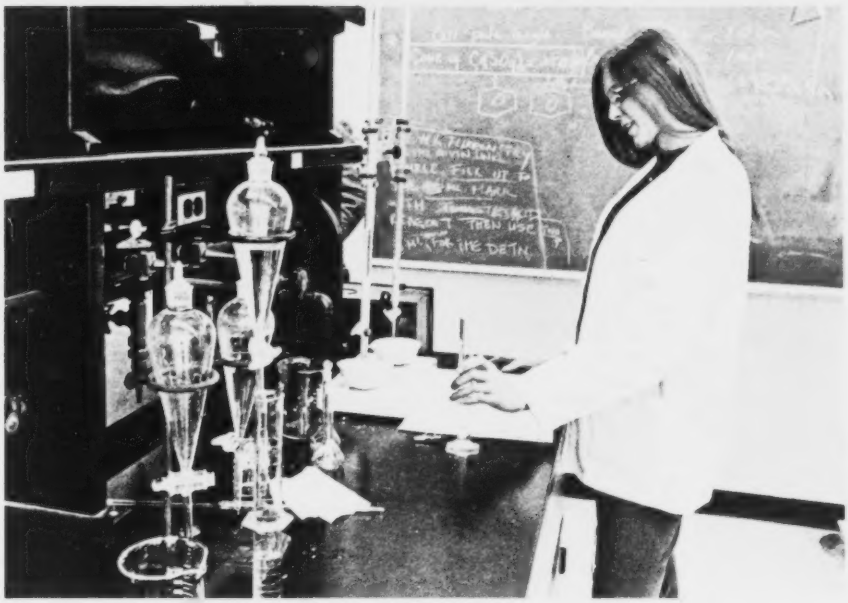
I. Assessment of student interest and abilities
   - A. Evaluation by instructor
   - B. Evaluation by employer
   - C. Personal Data Sheet
   - D. Student file
   - E. Visitation to each classroom to explain the placement office and what we expect from each student

II. Three Week Business and Industrial Orientation Program

Each student is provided an opportunity to participate in a three week business and industrial program. This program enables the student to actively engage in actual on-the-job training situations. They are responsible for reporting to work, performing as an employee, and demonstrating their skills and abilities. The student keeps a daily log of his work experience and receives an evaluation upon completion of the orientation. This experience has proven very rewarding to the student and has improved the image of vocational education in the community. The student benefits from actual job experience and can use that experience as a reference when applying for a job. (We have had over 2,000 students participate in this program and over 350 full time jobs resulted from this exposure.) Each student is visited on the job by the placement personnel.

III. Student counseling and interviewing
   - A. Each student is given a mock interview
   - B. Each student is provided an opportunity to interview three personnel directors
   - C. Each student is assisted in filling out job applications and writing letter of application
   - D. Each student is provided counseling when needed in seeking employment
   - E. Personnel directors are invited to the center to test and interview (Civil Service, Banks, Insurance Companies, Consumers Power, etc.)

IV. Placement Office contacts with employers
   - A. We invite involved personnel directors of large and small businesses to join our association if possible



B. We solicit employers to help with job expectations, job requirements, company policy, and hiring procedures
C. We invite employers to serve on advisory committees
D. We provide services needed by employers
   Examples
   1. 2,000 manhours during GM's strike—typing forms
   2. Refurbish police vehicles: tune-up, painting
   3. Goodwill Industries (received the Goodwill award this year)
   4. Community development: housing projects, drawing boards, horticulture

V. Placement of graduating students

A. Each senior is issued a card requesting his immediate situation and goals
B. These cards are charted on forms stating the students' present status
C. 1st priority given to seniors going to work
D. 2nd priority given to seniors going on for more training after graduation
E. 3rd priority given to juniors going on co-op
F. The seniors not going on to school and unemployed are called in for interviews
   1. The teacher evaluation and the employer evaluation are reviewed
   2. The student is counseled and given proper instruction about the company and the personnel he will interview
   3. The student is given a specific time period during which he must follow through with the direction given to him by the placement office
   4. The disposition of this student is recorded and the student file remains active until he is placed
   5. Each incoming call from prospective employers is recorded and students not employed are called and sent out for the job interview
   6. We usually send three students per job opening

VI. Follow-up and Evaluation

A. One year follow-up
B. Three year follow-up
C. Possible five year follow-up
D. Certificate issued to each student completing the program
E. Valuable input for curriculum development collected
F. Some of the findings:
   *84% of the students rated the skill center above average
   *100% placement of 1970 graduates
   *98% placement of 1971 graduates
   *Skill center students have earned over $5,000,000 to date
   *Over 2,000 young people have had work experience

VII. Conclusion

Only placement offices with structure, standards, and commitments demanding production will hold up, bring change, survive. The goal of career education is simple—it is to educate students for specific types of work or further education. The roll of the counselor is to help the student find a place to use and develop his skills further. To measure the success of such counseling programs, you find out how many or what percentage of the graduates actually get jobs for which they are trained, whether or not they work at them successfully as well-developed citizens, and how many students who go on for further education successfully complete their programs.

Increasing Student Attendance

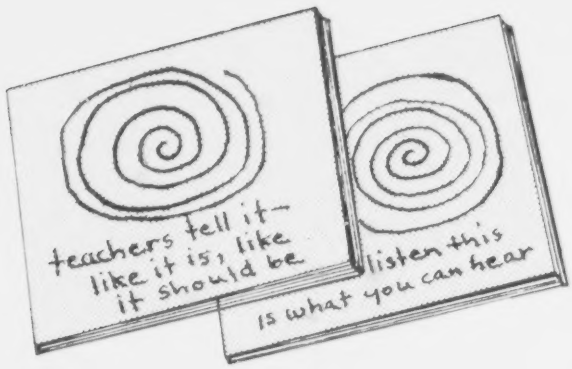
Is your school losing state funds because of erratic attendance? Do students seem to drift in and out of classes at will? If so, you might be interested in a plan of action initiated in Decatur, Alabama schools.

Perfect attendance in a class, plus maintainance of a C average, exempts high school students from midterm and final exams in that class. This incentive program, highly favored by almost all students, has proven sufficiently motivating to raise the 1971 attendance by nearly 1,000 students a month over 1970 figures.

Payoff in hard cash from the state has increased by more than $2,000 per month—a welcome addition to the coffers of any school these days.

Decatur businessmen, whose original suggestions led to the change in attendance policy, are pleased with the outcome because they feel that the incentive program will help to instill "proper work attitudes" and regular attendance patterns in the future job behavior of their potential employees.

Phi Delta Kappan, May 1972, p604



Teenagers and Teachers Evaluate School And Each Other

American College Testing Programs has recently published two paperback books: **When You Listen This Is What You Can Hear** and **Teachers Tell It—Like It Is, Like It Should Be,** which should be read by counselors, teachers, and parents. Both books report the results of surveys conducted by Gordon Sabine with teachers and students—and both present problems of American society and education in statements that are more concrete, colorful, and focused than one usually finds.

Both books present summary statistics of views of students and teachers, and both follow the summaries with pages of actual quotations from student and teacher questionnaires. The effect on the reader is to promote a feeling for what the statistical data really means in a person-to-person situation and to force the reader to look very intensely at those components and values in the educational system that need changing.

Much of the information presented suggests that the real problems in the schools are related to apathy and even gross neglect of responsibilities on the part of parents, teachers, and students. Indeed, if these students and teachers interviewed are at all prophetic, they suggest a future in which terms like duty, respect, responsibility, and accountability may be used with the same reverence usually reserved for love, freedom, and loyalty.

Student Book

For example, the majority of students who complained about parents were critical because parents were too lenient, too indifferent, too busy and too inconsistent. The strict parent actually came out as superior to the more liberal but often uninvolved parent. Here are some typical student comments about parents:

On Parents

"With my own children, I won't think that as long as I give them money, I won't have to give them myself."

"My parents thought all they were for was money."

"I have been particularly impressed with the fact that my parents did not force their beliefs on me. They presented them and it was understood that while I lived under their roof, I would live by their standards. I could feel what I wanted and my decisions were mine, however. I was respected as an individual, provided for, and loved. What more could I want?"

"My father was never home for over 10 minutes at a time."

Likewise students who were asked to describe their best and worst teachers described the best teachers as strict, demanding, enthusiastic, involved, and fair; whereas the worst teachers were not at all demanding, lazy, and uninterested in either subject matter or students. The descriptions speak for themselves:

On Worst Teachers

"What made my worst teacher so poor was that he was lazy and worked just enough to get by. He never was a challenge to his students and as a result they were never excited about the work and didn't put their best efforts into it. If anything is worth doing (and I believe teaching is), then it's worth doing well. It's too bad some teachers can't figure that out."

"He never 'put out.' He was always too busy with something else so we had to teach ourselves. In chemistry, that's very difficult."

"I made A's under her and came out of the class just as dumb as I was when I went in."

"We had a middle-age, make-believe hippie who was a big phony and a drag. He played far-out music which was great and rapped a lot but he didn't teach us a thing. He made fun of exams, never graded papers, and messed us all up."

"She would never hand papers back for months. She was most obvious in letting her students know that she could care less about them."

"He played around in class and then gave tons of homework."

"He was anti-administration. He refused to use assigned books and expected the students to make up their own assignments, study when they wanted, how they wanted, etc. It was like he was turning over his job and his responsibilities as a teacher to the students."

On Best Teachers

"She expected stiff stuff and surprisingly received it from us all. She ignored the moans and 'I can'ts' and got a terrific response. She related well, shared herself, and had a fabulous, subtle sense of humor."

"She was a thorough teacher and hard grader. She made you sit down to some serious studying."

"She made us work our tails off with papers once a week and daily quizzes, but she taught. She made us understand, which is the great thing about a good teacher."

"He expected more than any other teacher, but when a teacher is good, you don't mind the work."

"He made you work hard enough so that when you got a good grade, you were proud of it."

"She knew her subject backwards and forwards. She was a truly professional teacher."

"My favorite teacher was black and beautiful. She wore no dashikis, she just wore her blackness with the same pride she carried herself. She let you know that she wasn't going to show any favoritism to anybody, black or white."

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Teacher Book

Teachers too have their perspective (one rarely heard) and their responses are recorded in the second of the two books. Teachers comments were varied and covered so many topics that the following collage provides only a small measure of the scope of their responses:

On Parents

"Parents tend to think that if a child does not do well in your class, it's your fault."

"If we do a good job, parents take the credit for success; but if there is slow progress, the failure is the teacher's."

"Many parents expect the teacher to do at school what they cannot or have failed to do at home. They expect the teacher to be father, mother, friend, educator, counselor, minister, and psychologist. Yet they won't pay him, back him up, or give him the tools to perform."

"They expect the teacher to develop in the student in 45 minutes a day what the parent has failed to accomplish in 15 years."

"Many parents expect the school system to teach manners, social behavior, and self-discipline."

"They feel you owe their individual child all of your attention during school and after school and on weekends."

On the Media

"They never talk to teachers. They do to principal, superintendent, or someone who is not on the firing line."

"They are usually writing articles about areas of education they know very little about."

On Students

"Students think of teachers as not quite human. All the normal behavior of a human being—sex, feelings, errors—are outside the pale."

"They don't seem to realize that teachers are people, just like them. They seem to feel that teachers enjoy being powerful autocrats (which they must be at times)."

"The students think I have nothing else to do besides correct tests, give makeup tests during lunch, and tutor after school. They misunderstand that although I enjoy my job, after work I have my own interests and I don't want to be a slave."

"More and more I have come to feel that students expect a 'Tonight' show performance with a guaranteed A from their teachers without making any effort themselves whatever."

"They wish school to be constantly entertaining. They want to learn only what is easy, fun, or requires little effort."

On High School Counselors

"Counselors are woefully isolated from the faculty and really are not in a position to counsel."

"They forget what is it like to be a teacher. They feel they are the only ones who understand and know what's best for the child. They could hardly wait to get out of the classroom, and suddenly once they are out, they know just how things should be done. They make the teacher's job much more difficult and do little to aid the student."

"They do a superficial job. They're gushers. They get paid for doing nothing. On the other hand, they could be most influential in helping students if they had the ability."

Teachers also comment on school boards, other teachers, the general public, and many other groups. They give their views of issues like integration and drug usage and, perhaps most interesting of all, they tell what they would do to change the educational system if they had more power.

• • •

Taken together, the two books offer an intriguing first-hand analysis of education problems and suggest where action is needed. For those long out of classrooms —those who have forgotten what it is like to be a student or a teacher—but concerned with education, these two books will renue old memories and suggest perhaps that even though our schools are bigger and seem more complicated, the real problems in education have probably changed little in the last few decades—perhaps not as much as politicians and school boards and the public would like to imagine!

The first book, **When you Listen, This Is What You Can Hear,** contains the comments of 1,603 teenagers who evaluate and describe their teachers, parents, and schools. The second, **Teachers Tell It—Like It Is, Like It Should Be,** analyzes the responses of 2,692 high school teachers. Both are available ($3.00 each) from American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240.

VIBRATIONS

Counseling Demand Up

According to a recent poll of the Purdue Opinion Panel, high school students are talking with counselors more often these days. The changes in students' counseling patterns and needs is profiled in the panel's report, **Counseling and Educational Needs of Adolescents.** The panel reports that the trend of counseling contacts is up. In 1966, 34% of high school students (surveyed on a nationwide basis) said they had never talked to a counselor in the previous year; only 15% said so in 1971. Counselor contacts and visits are still highest among the upper grades, but tenth-grade students are now seeing counselors more than twice as often as they did in 1966.

The success of these counseling contacts is suggested by the students themselves. Eighty-five percent say they have been helped by the counselor with information and/or decisions about courses, jobs, the world of work, and college. The counselor has helped 14% of students, especially those with below average grades, "to understand themselves."

Students most often consult counselors about their future family life, having their own money, and a future job. The panel concluded that rather than talk about developmental needs, today's adolescents are more likely to seek advice about values, behavior, and relationships with parents and other adults. Their primary educational objectives, in addition to acquiring basic knowledge, are to train in work skills and to gain understanding of themselves. The panel found that a low priority was given to developing problem-solving skills. Tabulations of these and other counseling needs of the contemporary high school student are detailed in the **Report of Poll No. 93 of the Purdue Opinion Panel.** It is available from the Measurement and Research Center, Purdue University, Lafayette, Indiana 47907 at a cost of $2.00 per copy.

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Can Meditation Cure Drug Abuse?

Can transcendental meditation provide the answer to drug abuse? Two Harvard researchers believe it can. The data they have collected from 1,800 persons practicing the ancient art revived by Maharishi Mahesh Yogi show a continued decrease in drug use over time. The researchers found that the longer a person practices transcendental meditation, the less he has to do with any kind of illegal drug, as well as liquor or cigarettes. Physiological studies run by the Harvard team, medical professor Herbert Benson and physiologist R. Keith Wallace, have shown pronounced body changes during transcendental meditation, different from the changes that accompany

sleep, hypnosis, or just sitting quietly. Meditation, says Benson, might be a nonchemical alternative to "at least fulfill some of the basic motivations behind student drug abuse."

New Career Information Resources Now Available to Minority Students

1 A new Chicano newsletter, **El Ojo,** directs itself to providing information on activities affecting Chicanos in such areas as education, fellowships, financial assistance, legislation, publications, and employment. This could be an excellent resource for the counselor who is working with Chicano students both at the high school and college level, as well as those individuals working in community social agencies. Counselors might also encourage their Chicano students to personally subscribe to **El Ojo.** In addition, the editor requests that any special financial aid programs or other educational and occupational information relevant to the Chicano student should be submitted for publication. For subscription information and submission of current information by counselors or Chicano organizations write: **El Ojo,** 1700 K Street, N.W., Suite 1207, Washington, D.C. 20006.

2 A new financial aid program is now available to American Indians planning a career in business. **The Council for Opportunity in Graduate Management Education** is offering fellowships to American Indians who have been accepted at the following business schools: Berkeley, Carnegie-Mellon, University of Chicago, Columbia, Cornell, Dartmouth, Harvard, Massachusetts Institute of Technology, Wharton, and Stanford. To apply to these schools, and for fellowships, American Indian students should write COGME, Central Plaza, 675 Massachusetts Avenue, Cambridge, Massachusetts 02139.

3 In line with the institutional financial aid for Indians, the University of Michigan has initiated a special program designed to give admission and financial assistance to migrant students who want to attend college. The program is designed for the sons and daughters of migrant families who have been engaged in agricultural work in Michigan and who do not continuously reside in the state due to the irregular and seasonal nature of their employment. For further information on this program, write to Ramiro C. Gonzalez, Office of the Director of Admissions, University of Michigan, Ann Arbor, Michigan 48104.

4 Finally, the ERIC Clearinghouse on Vocational and Technical Education has recently published a **Review and Synthesis of Research on Vocational and Technical Education for the Rural Disadvantaged.** It is particularly relevant to those in the helping professions since it is related to the current increased emphasis on meeting the special educational needs of disadvantaged segments in the population. More specific focus is on the rural sector, which accounts for a disproportionate share of the problem. Available for researchers is a review of substantive problems relating to education for the rural disadvantaged and research methodologies that are appropriate to this area. Educational practitioners are provided with summaries of research findings that are applicable from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for 40¢ per copy (stock no. 1780-0802). The publication will also be available from ERIC Document Reproduction Service in microfiche or hard copy and will be announced in a future issue of **Research in Education.**

Cluing in Parents: Alternatives to Academia

Lack of parent understanding of the relationship of postsecondary education to careers is a concern counselors frequently face. In response to this problem, the following three resources have been published which help to clarify the fact that the 4-year college is not the only route to satisfying careers for today's youth.

1. **FIRST ANNUAL REPORT, NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION.** Regional Office Building No. 3, Room 5022, 7th and D Street, S.W., Washington, D.C. 20202.

"In America every child must be educated to his highest potential, and the height of the potential is not measured by the color of the collar."

2. **CAREER EDUCATION,** U.S. Office of Education. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 20¢.

"Career education recognizes critical decision points at which students must be prepared and equipped to decide whether to pursue a job, seek further education, or choose some combination of both."

3. **OCCUPATIONAL EDUCATION, REGENTS POSITION PAPER.** State Education Department, Albany, 12224.

"Society at large is recognizing the new clarity that a tolerable future depends on skilled workers as well as professionals."

College Placement Council Publications Here

The new CPC publication, **Career Counseling and Placement Guides,** a revision of the former **Placement Guides,** is now available. The new version is a self-evaluation checklist for career planning and placement offices, enabling them to assess their own programs. Copies are $1.50 each; $1.00 each for 10 to 25 copies; and 75¢ for 26 or more copies. Another publication relevant to counselors and college placement office is entitled, **Review of Research: Career Planning and Development, Placement, and Recruitment of College-Trained Personnel.** It is a 164-page volume containing detailed abstracts of 201 research studies as well as extensive cross references. This publication was researched and compiled by a three-man team from Purdue and costs $10.00 per copy. Information and subscriptions for both publications can be obtained from the College Placement Council.

"How to" Guide Issued on Women's Job Conferences

The Women's Bureau of the Department of Labor has issued a publication to assist community leaders and local groups in planning and conducting meetings to examine and broaden employment opportunities for women. The guide is based on a series of conferences the bureau held with management and labor representatives to consider basic facts about women's employment and legislation prohibiting job discrimination based on sex. The conference program and procedures outlined can be adapted to local needs and resources. Along with special program features, the guide helps plan follow up activities. Topics covered include: selecting the meeting place, inviting participants, program agenda, discussion panelists, and providing printed materials. This guide should be particularly relevant to those in the helping professions who are actively involved in community programs as well as those who wish to utilize community resources in career planning and exploration for women. This publication, **Guide to Consultation on Women's Employment with Employers and Union Representatives** is available from the Women's Bureau, Employment Standards Administration, Department of Labor, Washington, D.C. 20210.

College Enrollment Still Growing

Enrollment in the nation's colleges and universities will increase 55% during the 1970's and will reach a record 13.3 million by the fall of 1980, according to the U.S. Office of Education. The projections developed by the National Center for Educational Statistics, are based on the assumption that recent trends in enrollment, class sizes, and per-pupil expenditures will continue during the coming decade. The bulk of this increase will be in public institutions of higher education. Enrollment in 4-year colleges and universities is expected to rise by 44% and in junior colleges by 84%.

RESEARCH FROM THE FIELD

(FUNDED AND PRIVATE PROJECTS)

Young children do not exhibit bourgeois tendencies — at least not in the classroom. The relative effectiveness of praise and group competition, as motivators affecting task persistence, was investigated among kindergarteners and second graders. It was found that competition, while somewhat more effective with the older children than with the younger and with girls than with boys, was significantly more so only on boring tasks. Considering its possible negative aspects, competition as an incentive for younger children may not be desirable.

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RESEARCH FROM YOUR BUSY COLLEAGUES

(JOURNALS)

Sometimes a visit to the school nurse is not actually a sick call. A recent survey of 401 elementary school students indicated that visits were particularly frequent among older children, blacks, youngsters whose mothers had recently been hospitalized, and children with the lowest levels of academic and social achievement. These results are similar to studies of adult help-seeking behaviors. Social and psychological factors are strongly influential among the frequent visitors, suggesting that the nurse may actually be serving them in a helping way rather than a medical one.

Journal of School Health, 42(3), p142-148●

Comment: Counselors should "tune in to" and "tie up with" the school nurse. The lady in white may well know more about your pupils and their problems than you do.

It's okay to drop out for awhile, as long as it is from college. A study of 611 readmitted undergraduates (University of Utah, 1968) indicates that regardless of sex, class level or reason for originally terminating, all students showed an increase in GPA upon return to college.

College and University, 47(3) p.168-175●

Comment: High school counselors need to feel confident about reassuring those among their students who want to go to college but feel they may not be able to go for four straight years. It seems apparent, in fact, that students may actually perform better upon readmission.

Traditional stereotypes of the white man are changing. A recent study, comparing self and other images of American whites, blacks, and yellows indicated that a mirror image effect, found in studies of the 1930's, has not only decreased substantially but has actually been reversed in part. Blacks and radical Japanese Americans currently are not only resisting absorption of white views about themselves, but are creating their own images of what characterizes the white person. Whites characterize themselves by such traits as materialism and love of pleasure; blacks and radical yellows perceive whites as deceitful and conceited.

American Journal of Sociology, 77(5), p876-879●

Comment: World destruction would take a few hours; social progress is taking a little longer. Counselors who deal with racial prejudice and integration problems must spend as much time changing negative minority's views of whites as he does changing negative white's views of minorities.

It appears that elementary school pupils do not respond positively to client-centered counseling sessions. A recent study of 20 maladjusted fourth and fifth graders, assigned in two sets of ten to either a client-centered counseling group under the leadership of the school psychologist

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or an activity group under the supervision of a school teacher, suggests that the client-centered approach puts unrealistic demands on this group of youngsters in regard to assuming responsibility and taking verbal initiatives. Counseling with parents and teachers appears more effective in altering child behavior.

Journal of School Health, 41(9), p507-509●

Women's Lib notwithstanding, sex **does** make a difference! Sex is important in the determination of the relative importance of the interpersonal values of southern black high school students. A study of three variables — school type, socioeconomic status, and sex—indicate that student sex influenced values among the subject population, so that black females were more similar to white males (high values for recognition and leadership) than to white females, while black males were more similar to white females than to white males (high values for conformity and benevolence). All other variables were similar for both males and females, blacks and whites.

Journal of Negro Education, 41(1), p4-11●

Comment: A high percentage of black males and white females have in other research studies been shown to suffer from "fear of success"—the expectation that should one be too successful, one is punished by society. This finding suggests another dilemma for counselors—counselors must decide whether it is best to design programs to alter black male or white female values to conform to those of more aggressive and economically competitive white males and black females or whether it is best to encourage black males and white females to pursue work goals related to their helping value orientation.

Expertness in a counselor masks the effects of lack of attractiveness. An experiment used interviewers trained to play an attractive role (friendly, responsive, enthusiastic and skillful in things important to the S) and an unattractive role (dealing only with matters directly relevant, bored, and neutral). The interviewers were introduced to one-half of the subjects as expert (Dr. X) and to one-half as inexpert (Dick, a first year student who had little background, but would try to help). Clients made self-ratings of their GPA before and after the interview. Expert or not, it made no difference with attractive counselors, but the expert role was more influential and masked the negative effects of unattractiveness.

Journal of Counseling Psychology, 18(6), p562-570●

Comment: Unattractiveness may detract from the potential of the expert over time, but expertise and credentials remain influential.

Does the use of marijuana significantly increase sexual activity among youth? For the average adult, when the subject of marijuana is discussed, this topic often conjures up visions of "wild orgies" and just about everything else that is anti-establishment. In a recent article by John A. Ewing, M.D., he summarizes the research findings regarding promiscuity and marijuana use. He reports that the majority of national polls indicate that smoking pot does not increase sexual activities. Most studies reveal that student use of drugs varies from campus to campus, but the average national percentage of student marijuana use is approximately 31.9%. Pre-marital or extramarital sexual relations enjoy considerably more popularity, with a national figure of 50.8% (61% of the men and 35% of the coeds.) Dr. Ewing does suggest that the group social setting of marijuana use may lead to sexual activity, but that there is no direct relationship between the effects of pot and sexual promiscuity.

Medical Aspects of Human Sexuality, 6(2) p.100-117●

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